

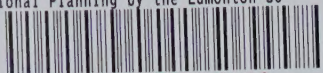
CA2ALED 800

70B05

288

GOV D

CA2 ALED 800 1970B05
Brief to the Alberta Commission on Educa
tional Planning by the Edmonton So 1



3 3398 00132 3749

B R I E F B Y
E D M O N T O N S O C I E T Y
F O R
C H R I S T I A N E D U C A T I O N
T O
C O M M I S S I O N O N E D U C A T I O N A L P L A N N I N G
1 9 7 0

CA2ALED 800

70B05

LIBRARY
VAULT 19



B R I E F

presented to the

COMMISSION ON EDUCATIONAL PLANNING (1969-72)

Suite 400
11010 - 142 Street
Edmonton, Alberta

by the

EDMONTON SOCIETY FOR CHRISTIAN EDUCATION.

Box 7010,
Postal Station H,
Edmonton, Alberta

Edmonton, Alta.

1 September, 1970.

TABLE OF CONTENTS

	Page
1. Summary	1
2. Introduction	4
3. Aims and Objectives (Code No. 9)	5
4. Recommendation No. 1: Equality in Education	6
5. Curriculum (Code No. 10)	6
6. Recommendation No. 2: Responsibility for Curriculum	7
7. Recommendation No. 3: List of Approved Textbooks	7
8. Recommendation No. 4: National Curriculum Standards	7
9. Recommendation No. 5: Curriculum and Spending Priorities	8
10. Teaching and Learning (Code No. 11)	8
11. Recommendation No. 6: Alternative Teacher Education Programs	8
12. Recommendation No. 7: Recognition of Teaching Qualifications outside Alberta	8
13. Personnel (Code No. 12)	9
14. Recommendation No. 8: Multiple Teachers' Associations	10
15. Recommendation No. 9: Joint Bargaining and a single agreement	10
16. Administration and Organization (Code No. 13)	11
17. Recommendation No. 10: Standardized Data	11
18. Recommendation No. 11: Equal Services to all schools in Alberta	11
19. Recommendation No. 12: Government to promote 'public' system	11
20. Finance (Code No. 14)	11
21. Recommendation No. 13: Financial Equality	12
22. Recommendation No. 14: School Grants based on Equality	12
23. Facilities and Material, Resources (Code No. 15)	12
24. Recommendation No. 15: Government Services to all Schools	12
25. Planning Research & Development (Code No. 16)	13
26. Recommendation No. 16: Appointments to Govt. Bodies dealing with Education	13
27. Recommendation No. 17: Private Education Advisory Commission	13
28. Conclusion	13

SUMMARY

Recommendation No. 1: Equality in Education

That the Alberta Government recognize the principle of equality before the law of all Alberta residents in the matter of education and that all legislation and administrative regulations affecting education be reviewed as soon as possible for the purpose of eliminating any advantage any group of Albertans may enjoy over any other because of a religious commitment or educational philosophy.

Recommendation No. 2: Responsibility for Curriculum

That the Alberta Government recognize that the government function in curriculum development is limited to enforcing a minimum standard for all schools in the province and that each school (system) be permitted to develop a curriculum guided by its own philosophy of education.

Recommendation No. 3: List of Approved Textbooks

That the Alberta Department of Education develop a list of approved textbooks from submissions by the various schools or school systems in the province and that the Department apply the sole criterion that such textbooks meet the minimum curriculum (content) standards.
(Note: This implies that the present practice of recommending textbooks be abandoned).

Recommendation No. 4: National Curriculum Standards

That the Alberta Government submit a proposal to the next Conference of Provincial Premiers for the establishment of an Inter-Provincial Council of Education charged with the responsibility of developing a minimum curriculum content standard for all provinces in Canada.

Recommendation No. 5: Curriculum and Spending Priorities

- That the Government of Alberta
- a. investigate the possibility of greater involvement of industry in vocational education, and
 - b. re-assess the order of spending priorities in view of the large portion of revenues allocated for vocational education in recent years.

Recommendation No. 6: Alternative Teacher Education Programs

That the Government of Alberta give favourable consideration to requests from various groups of educators to develop, at Alberta Universities, courses in such fields as philosophy, educational psychology, educational foundations and curriculum development, which are a distinct alternative to the present humanistic approach.

That the Government finance most of the costs associated with such programs in the same way as present courses are financed, but that groups proposing such courses be asked to contribute some funds as a token of their sincerity.

Document No. 11: Education in Alberta

That the Alberta Government recognize the principle of equality before the law of all Alberta residents in the matter of education and that all legislation and administrative regulations affecting education be revised as soon as possible for the purpose of eliminating any advantage any group of Albertans may enjoy over any other because of a religious commitment or educational attainment.

Document No. 12: Government Policy for Education

That the Alberta Government recognize that the government function in education development is limited to setting a minimum standard for all schools in the province and that such standard (system) be permitted to develop a curriculum guided by its own philosophy of education.

Document No. 13: List of Recommended Textbooks

That the Alberta Government develop a list of recommended textbooks for use in all schools or school systems in the province and that the Government apply the same criterion that such textbooks meet the minimum curriculum (content) standards. That the Government also develop a list of recommended textbooks for use in all schools.

Digitized by the Internet Archive
in 2022 with funding from

Legislative Assembly of Alberta - Alberta Legislature Library

Recommendation No. 7: Recognition of Teaching Qualifications Outside Alberta

That the Government of Alberta implement the necessary changes in teacher certification requirements to give full recognition for teacher training and education in reputable educational institutions outside the province.

Recommendation No. 8: Multiple Teachers' Associations

That the Government of Alberta enact legislation to provide for the possibility of a number of teachers' associations with equal legal status to represent various groups of teachers in Alberta's public, separate and private schools.

Recommendation No. 9: Joint Bargaining and a Single Agreement

That the Alberta Government set up collective bargaining machinery for teachers in all Alberta schools allowing for the adoption of a single collective agreement between one (or more) school board(s) and the teachers in its (their) employ through the services of a joint bargaining committee representative of the various teachers' associations and their relative numerical strength in the bargaining unit.

Recommendation No. 10: Standardized Data

- a. The Alberta Government should demand from private schools the same type of data in all areas of education (i.e. financial statements and enrolments) as it demands from public and separate schools, and
- b. The Alberta Government should maintain records about private schools in the same form as it does for public schools (Ludwig, 1970, p. 174).

Recommendation No. 11: Equal Services to all Schools in Alberta

The Alberta Government should extend to private schools on a basis of equality, all services available to public and separate schools (Ludwig, 1970, p. 174).

Recommendation No. 12: Government to Promote 'Public' System

The Alberta Government, in the interest of students, should promote the best possible public school system for those students who want such a system or who do not object to the philosophy of the public schools to the extent that they want to establish private schools.

Recommendation No. 13: Financial Equality

The Alberta Government, having recognized the principle of public financial support for private schools, should now accept the U.N. Universal Declaration of Human Rights (art. 26) - which gives to parents the right to determine the kind of education they want for their children - and protect the interests of private school students, by offering full financial equality to those private schools which can meet reasonable minimum requirements, as determined by legislative enactment or order-in-council (Ludwig, 1970, p. 174).

Recommendation No. 14: School Grants based on Equality

That the Alberta Government, in implementing the foregoing recommendation (No. 13), give consideration to a number of alternative methods of financing the major portion of education costs in the province; including:

- Direct per-pupil grants from Foundation Program and General Revenues of the province (to which all students should have equal access), and
- The Voucher System, with equal opportunity for public, separate and private schools to attract students.
- Abolition of the real property tax as a source for educational revenues, and substituting some form of direct payment by parents toward the education of their child(ren) with at least 90% of education revenues supplied by general taxation.

Recommendation No. 15: Government Services to all Schools

That the Alberta Government offer to the Private Schools in the Province the full benefit of Government services and resources in all areas on a basis of equality with public and separate schools.

Note: Rec. 15 is similar to Rec. 11.

Recommendation No. 16: Appointments to Govt. Bodies dealing with Education

That the Alberta Government give serious consideration to appointing educators and officials associated with private schools to various bodies associated with the Department of Education, such as curriculum committees, administrative boards and Commissions concerned with education in Alberta.

Recommendation No. 17: Private Education Advisory Commission

That the Alberta Government consider the appointment of a Private Education Advisory Commission similar to the Commission established in the province of Quebec but tailored to the situation and needs of the Alberta schools.

INTRODUCTION

The Edmonton Society for Christian Education opened its first school in 1949 with some 25 students and now operates four schools in the City of Edmonton with nearly 1,000 students in grades I through XII. These schools are open to the public, but are classified as private schools by the Department of Education. These schools have received per-pupil grants of \$100. per annum since 1967 and now (since April, 1970) receive \$150.00 per pupil.

The Objectives of the Society may be summarized by quoting from the By-laws of the Society:

Preamble

The object of the Society is to further the cause of Christian education in general and more particularly to conduct in its own community a school system which will provide that week-day Christian instruction and education which the applicants deem necessary for Covenant children in order that such children may, as children of God, occupy worthily their places in Society, Church and State.

3. Educational Policy

The Society is committed to the following fundamental principles:

- a. That the instruction and education of children in the school, as well as in the home, must be in accordance with the Word of God.
- b. That although the Church and the State have their own peculiar interests in the school, the school is not an institution dependent on or belonging to the Church or the State, but that it depends on and proceeds from the home.
- c. That throughout the course of the child's education the fundamental unity of the school and the home must be maintained.
- d. That the child's training must be of a high standard properly relating nature and grace - the book of nature and the Word of God.

The Society is concerned with much more than so-called "private" education. Our concern is with the education of all young people of the Province of Alberta and, particularly, the basic educational rights and freedoms of all parents and their children in this province and beyond.

Our Brief will pay particular attention to the plight of independent public (including our Christian) schools, now officially classified as private schools. Our recommendations will apply to the n-12 level but the principles upon which they are based apply also at the post-secondary level.

It is our hope that the Commission will recognize that the recommendations and suggestions made by our Society are not merely a few requests for the benefit of private schools, but that they constitute (at least in Alberta) a new approach to structure the entire educational

system in the province on a basis of equal rights for all, regardless of religious or educational convictions or philosophies. We believe that the Commission owes the people of Alberta a document which points the way toward a speedy elimination of legislation and departmental regulations which penalize a free choice of educational philosophy of parents of children in both public and so called "private" schools.

The Commission should also recommend a basis for the development of an educational system which reflects the pluralistic nature of our society and which eliminates all vestiges of a privileged position for one or two philosophies of life and of education.

AIMS AND OBJECTIVES (Code No. 9)

The aims and objectives of any school or school system are based on a certain view of life and of the world. The public school system, once strongly dominated by Protestant views, is increasingly faced with many conflicting philosophies of life. As a "compromise" it is submitting itself more and more to the religion of secular humanism.

The cultic dimension of the Christian religion is gradually disappearing from Alberta's public schools as it is in the United States. In Alberta Bible reading and prayers are quietly fading away while in the U.S. such vestiges of the Christian religion have been officially banned under sanction of the Supreme Court.

The social dimension of the Christian religion can hardly be presented in any meaningful way in our public schools. Teachers committed to a humanistic or other non-Christian religion can, at best, only present a biased view of the history of Christianity and of Christian cultural expression.

A third dimension of religion, the commitment aspect (Phenix, 1962, p. 17) is the real concern of our Society. This aspect is called the area of "ultimate concern" by Paul Tillich and Erich Fromm refers to it as "life's orientation".

This aspect is composed of those ultimate sanctions beyond which there is no appeal, which give meaning and direction to the life of the holder, and which give birth to the other aspects, the cultic and the cultural pattern (or social dimension) (Oppewal, 1967, p. 323).

Our contention is that no school can teach anything without reference to a basic philosophy of life of some kind. This, in effect, is a religious commitment. The dominant religious commitment in public schools is that of secular humanism as the U.S. Supreme Court has recognized in recent years.

The U.S. Supreme Court has also recognized that a broad definition of religion is applicable in contemporary society in that it found that all faiths that men live by, whether theistic or otherwise, must be considered as religions (Torcaso v. Watkins, 81 US 1680, 1961).

If we accept this definition of religion and if we are serious about the freedom of religion guaranteed in the UN Declaration of Human Rights, the Canadian Bill of Rights and the Alberta Human Rights Act, then we must acknowledge in education what we have always acknowledged in politics: multiple systems. Each system of schools would be explicitly rooted in some religion, but all would have equal status and rights before the law. No (Alberta) citizen, theist or non-theist, would be denied the right to choose, without fear of economic penalty, a system of education most closely reflecting his value system (Oppewal, 1967, p.330).

We respectfully suggest that the Commission submit the following RECOMMENDATION in its report to the Alberta Government:

Recommendation No. 1: Equality in Education

That the Alberta Government recognize the principle of equality before the law of all Alberta residents in the matter of education and that all legislation and administrative regulations affecting education be reviewed as soon as possible for the purpose of eliminating any advantage any group of Albertans may enjoy over any other because of a religious commitment or educational philosophy.

CURRICULUM (Code No. 10)

We firmly believe that the (provincial) government has the responsibility to set minimum curriculum standards for all schools in the province. We do not believe that the government should force textbooks on school systems or even "recommend" certain texts.

The supporters of each school system should decide the philosophical direction of their curriculum. Textbooks should be approved by the Department of Education only as to adequacy of content in relation to minimum standards. The educators in each system should be the main agents in selecting the textbooks most suitable to their system. No government can develop curriculum and recommend textbooks without favouring one religious (educational, if you will) philosophy over all others. To illustrate this may we summarize what a Christian curriculum should be in our view:

The curriculum of a Christian education is for Christian life. It is not just for the preservation of a Christian culture, the continuation of the evangelical churches and many other worthwhile objectives. It is a curriculum that in all subject areas reflects the basic philosophy of the Christian, his view of God, man and the world. It is not good basic

curriculum with a little religious education added as one adds icing to a cake. On the contrary, it is a curriculum permeated with the Christian world-and-life view in all subject areas. There is no such thing as a "good basic curriculum", for all curricula are permeated with a world-and-life view of some kind, be it Christian or otherwise.

It is obvious that no government in Canada could actively support such a curriculum to the exclusion of all others. What may not be so obvious but what is nevertheless true is that all philosophies of education are equally uncompromising and equally unsuitable for exclusive government support. We, therefore, suggest:

Recommendation No. 2: Responsibility for Curriculum

That the Alberta Government recognize that the government function in curriculum development is limited to enforcing a minimum standard for all schools in the province and that each school (system) be permitted to develop a curriculum guided by its own philosophy of education.

Recommendation No. 3: List of Approved Textbooks

That the Alberta Department of Education develop a list of approved textbooks from submissions by the various schools or school systems in the province and that the Department apply the sole criterion that such textbooks meet the minimum curriculum (content) standards.

(Note: This implies that the present practice of recommending textbooks be abandoned).

Alberta's curriculum standards are of interest to residents of other provinces as well. With the current mobility of Canada's population we must be concerned about educational standards in all parts of Canada.

Recommendation No. 4: National Curriculum Standards

That the Alberta Government submit a proposal to the next Conference of Provincial Premiers for the establishment of an Inter-Provincial Council of Education charged with the responsibility of developing a minimum curriculum content standard for all provinces in Canada.

Our Society is also concerned about the rapid increase in the cost of education and the existing order of priorities. It is our belief that curriculum changes can be made which constitute both an economic saving to the taxpayer and an improvement in our overall educational achievements.

We feel that the government should investigate more closely the responsibilities of industry in the area of vocational education. Further research into the matter of the appropriate level for specialization in vocational education and the appropriate minimum liberal arts program for all students appears to us to be quite necessary in order to justify or modify the present order of priorities.

Recommendation No. 5: Curriculum and Spending Priorities

That the Government of Alberta

- a. investigate the possibility of greater involvement of industry in vocational education, and
- b. re-assess the order of spending priorities in view of the large portion of revenues allocated for vocational education in recent years.

TEACHING AND LEARNING (Code No. 11)

We believe that the education and training of teachers should be made more flexible. The Alberta Universities (or at least one of them) should offer various alternative programs, allowing for different philosophies of education to come to full expression. The Government should promote such a liberating trend consistent with the pluralistic nature of our society.

It might be noted in passing that a precedent in this area has already been set by the offering of Philosophy 242 for Roman Catholics as an alternative to Philosophy 240.

Recommendation No. 6: Alternative Teacher Education Programs

That the Government of Alberta give favourable consideration to requests from various groups of educators to develop, at Alberta Universities, courses in such fields as Philosophy, educational psychology, educational foundations and curriculum development, which are a distinct alternative to the present humanistic approach.

That the Government finance most of the costs associated with such programs in the same way as present courses are financed, but that groups proposing such courses be asked to contribute some funds as a token of their sincerity.

Consistent with recommendation No. 6 is the extension of the same principle to institutions outside Alberta. Teachers from other provinces and other countries often find their qualifications "discounted" on the grounds that they have not followed the "right" courses, often meaning that they have not been properly indoctrinated.

Recommendation No. 7: Recognition of Teaching Qualifications outside Alberta

That the Government of Alberta implement the necessary changes in teacher certification requirements to give full recognition for teacher training and education in reputable educational institutions outside the province.

This matter of teacher certification is of particular concern to most "private schools and should be implemented forthwith, at least for such schools. Teachers hired by such schools often have qualifications more desirable to the private school than some of those required by present provincial regulations.



PERSONNEL (Code No. 12)

We believe that the teaching of "factual information" by teachers can never be separated from (their) religious evaluation. Freedom of education should be seen in close relationship to freedom of religion. This freedom should be available to parents and educators alike. Inasmuch as parents should be free to send their children to schools with a perspective of faith or philosophy of life corresponding with their own world-and-life view, so an educator should be entirely free to teach in the school of his choice, and should never be compelled to teach in any school where his faith or philosophy of life is not allowed to come to proper expression.

Teachers' association are a welcome form of co-operation among educators but they should always be and remain voluntary associations. It goes contrary to the basic characteristics of a democratic and pluralistic society to require that membership in a particular teachers' association - with its own specific world-and-life view - is automatic or a condition of employment before a teacher can get or hold a teaching position. Government sanction of such compulsion, in effect, imposes a particular world-and-life view on the teaching personnel of the schools.

Our views are in harmony with the Canadian Bill of Rights, which lists a number of fundamental freedoms, including the freedom of assembly, association and religion. Alberta's Human Rights Act forbids discrimination because of religious beliefs and the United Nations' Universal Declaration of Human Rights states:

"No one may be compelled to belong to an association" Article 20(2).

The protection of the teachers' freedom of association and religion is essential in a free and democratic society. Every teacher should be entirely free to join the teachers' association of his own - and not somebody else's - choice, and any form of compulsion should be outlawed.

We find that the present legislation hinders rather than helps the free development and expression of opposing life-styles by granting so-called majorities monopoly positions and dictatorial powers. For example, a teachers' association is granted exclusive representation rights if it has majority support. The dissenting minority is deprived of its representation during contract talks (collective bargaining) and is forced to follow the dictates of its opponent, no matter how strong the minority or how deep the difference. To add insult to injury, the present legislation provides that all teachers must join the exclusive bargaining agent on pain of dismissal, no matter what qualifications a teacher has or how radical his disagreement.

We advocate legislation that encourages co-operation rather than conflict among various teachers' associations and between school boards and teachers' association. Such legislation should require differently motivated teachers' associations jointly to represent all teachers, leaving the choice of the association as well as membership or financial support thereof to the teachers concerned.

Under the plan suggested above, one, two, or more associations would be able to solicit for members in a given bargaining unit (regionally or provincially). Each association would then be able to elect its own officers and its representatives on the bargaining committee. The members of each association would be able to direct their own internal affairs, and seek to achieve their economic and social objectives in accordance with their own beliefs and desires.

As for the operation of the joint bargaining agent, each association would have to appoint its own representatives to serve on the one bargaining committee. The members of each association would have to discuss the contents of the one collective agreement. The membership would then pass on these proposals to their representatives on the bargaining committee, who in turn would have to formulate together with the other representatives one set of proposals and requests to be presented to the school board(s) in the contract negotiations. In this way the various associations would be able to act through the one bargaining committee, and the board(s) would be able to deal with and to draw up one collective agreement. Each association would be able to provide whatever other services would be desired by its own members.

We firmly believe that the implementation of such a plan would provide an avenue through which meaningful content can be given to the freedom of choice, of association, and of religion in the teacher-employer relationship.

Recommendation No. 8: Multiple Teachers' Associations

That the Government of Alberta enact legislation to provide for the possibility of a number of teachers' associations with equal legal status to represent various groups of teachers in Alberta's public, separate and private schools.

Recommendation No. 9: Joint Bargaining and a single agreement

That the Alberta Government set up collective bargaining machinery for teachers in all Alberta schools allowing for the adoption of a single collective agreement between one (or more) school board(s) and the teachers in its (their) employ through the services of a joint bargaining committee representative of the various teachers' associations and their relative numerical strength in the bargaining unit.

ADMINISTRATION AND ORGANIZATION (Code No. 13)

The following recommendations flow naturally from our assertions about equal minimum standards and equal rights for all schools, including public, separate and private.

Recommendation No. 10: Standardized Data

- a. The Alberta Government should demand from private schools the same type of data in all areas of education (i.e. financial statements and enrolments) as it demands from public and separate schools, and
- b. The Alberta Government should maintain records about private schools in the same form as it does for public schools (Ludwig, 1970, p. 174).

Recommendation No. 11: Equal Services to all schools in Alberta

The Alberta Government should extend to private schools on a basis of equality, all services available to public and separate schools (Ludwig, 1970, p. 174).

Recommendation No. 12: Government to promote 'public' system

The Alberta Government, in the interest of students, should promote the best possible public school system for those students who want such a system or who do not object to the philosophy of the public schools to the extent that they want to establish private schools.

FINANCE (Code No. 14)

Many arguments may be advanced in favour of legal recognition and public financial support of non-profit, private schools. A discussion of the following may be found in one of the documents submitted with our brief:

Equality

Justice

Economy

Child Welfare

Contribution by private schools to the national effort

Contribution by private schools to academic development

Contribution by private schools to democratic social ideals

Contribution to freedom: political, personal and academic

Contribution to moral and spiritual values

Cross-fertilization between schools systems (Ludwig, 1970, pp. 52-57).

We recognize that arguments opposing aid to private schools and even the very existence of such schools find support in some quarters. An attempt has been made in one of the documents submitted with this brief to show the weakness or irrelevance of the following arguments opposing public financial aid to private schools:

No Tax Funds for Religious Indoctrination

Permeation of Education with Religious Values

Fragmentation of the Educational System

Divisive-undemocratic Character of Private Schools

Free Choice available in Public School

No Control of or Accounting for Tax Funds
 Separation-of-Church-and-State Doctrine
 Public Aid a Threat to Private Education
 Pay the Price
 Waste of Resources

The Hothouse Argument (Ludwig, 1970, 1970, pp. 58-65).

A recent survey of opinions of ILEA's, superintendents, private school principals and parents indicates that an overwhelming majority of principals and parents associated with private schools favour some form of provincial grants for private education. About 40% of parents reporting indicated they wanted full foundation program payments or even 100% tax support for private schools. All except three of the ILEA's reporting favoured some financial support of private schools (Ludwig, 1970, p. 122).

Recommendation No. 13: Financial Equality

The Alberta Government, having recognized the principle of public financial support for private schools, should now accept the U.N. Universal Declaration of Human Rights (art. 26) - which gives to parents the right to determine the kind of education they want for their children - and protect the interests of private school students, by offering full financial equality to those private schools which can meet reasonable minimum requirements, as determined by legislative enactment or order-in-council (Ludwig, 1970, p. 174)

We submit that the above is in harmony with present Alberta Human Rights legislation and with the Government's own white paper on Human Resources (1968).

Recommendation No. 14: School Grants based on Equality

That the Alberta Government, in implementing the foregoing recommendation (No. 13), give consideration to a number of alternative methods of financing the major portion of education costs in the province; including:

- Direct per-pupil grants from Foundation Program and General Revenues of the province (to which all students should have equal access), and
- The Voucher System, with equal opportunity for public, separate and private schools to attract students,
- Abolition of the real property tax as a source for educational revenues, and substituting some form of direct payment by parents toward the education of their child(ren) with at least 90% of education revenues supplied by general taxation.

FACILITIES AND MATERIAL RESOURCES (Code No. 15)

A recent survey indicates that the ILEA's, public school superintendents, private school principals and parents strongly support the extension of various government services to private schools on the basis of equality with public schools (Ludwig, 1970, p. 137). We submit that the following recommendation meets with a high degree of acceptance in many quarters:

Recommendation No. 15: Government Services to all schools

That the Alberta Government offer to the Private Schools in the

Province the full benefit of Government services and resources in all areas on a basis of equality with public and separate schools.
 Note: Rec. 15 is similar to Rec. 11.

PLANNING, RESEARCH & DEVELOPMENT (Code No. 16)

Private school supporters are very disappointed that not a single one of about 60 persons associated with the work of your Commission is representative of private education. This situation is not unique by any means. In many other areas of the work of the Department of Education the same situation prevails. We believe that both public and private education in Alberta can benefit from a policy of drawing upon all sources available when appointing bodies dealing with education.

Recommendation No. 16: Appointments to Govt. Bodies dealing with Education

That the Alberta Government give serious consideration to appointing educators and officials ^{Private schools to various bodies associated with} the Department of Education, such as curriculum committees, administrative boards and Commissions concerned with education in Alberta.

We further believe that communication between the Department of Education and private schools can be improved by the establishment of a formal channel recognized in provincial legislation. The Province of Quebec may serve as an example in this regard. Quebec legislation sets up a Private Education Advisory Commission as follows:

A Private Education Advisory Commission is established. Such Commission shall consist of nine members appointed by the Lieutenant-Governor in Council upon the recommendation of the Minister; at least six of such members shall be appointed after consultation with the groups most representative of the directors, teachers and parents of private education pupils (S.Q., 1968, c. 67, Private Education Act, s. 3)

Sections 4-8 of the Private Education Act of Quebec describe the details of the functions of the Private Education Advisory Commission.

Recommendation No. 17: Private Education Advisory Commission

That the Alberta Government consider the appointment of a Private Education Advisory Commission similar to the Commission established in the province of Quebec but tailored to the situation and needs of the Alberta schools.

CONCLUSION

In conclusion may we appeal to the Commission to seriously consider our recommendations and our supporting discussion of issues. We believe that our present system does not recognize the human rights, the need for individual freedom and the right to exercise one's religion in all areas of life. We further believe that your Commission has no choice but to ~~make~~ some recommendations to rectify the deplorable lack of freedom in education for public and private school supporters alike.

We trust that you will not accept our submission as a document of passing interest that can be largely ignored when your recommendations are framed. We appeal to you to consider our requests in the light of Human rights legislation in Alberta, the Canadian Bill of Rights and the UN Universal Declaration of Human Rights. We are confident that recognition of these documents will lead you to the inevitable conclusion that our educational system must be structured on a basis of equality for all. We again want to point out that, since all education requires a certain commitment to a philosophy of life, such equality is not possible within a single public school system as we now know it in many Canadian provinces or even a dual system as in Alberta.

We look forward with eager anticipation to the Report of your Commission and we are prepared to answer any question Commission members may wish to put to us at public hearings. We pray that God may grant you wisdom to prepare a Report designed to benefit the education of ALL Alberta citizens on a basis of equality.

Finally, may we quote from an appeal made by Ontario's 46 Christian schools in 1966:

Supporters of Christian and other non-supported public school systems desire to educate their children to make a distinctive contribution to society. Surely every viable and vital government ought to take up the challenge of legislatively ensuring the continuation of these contributions. Surely all public school systems ought to have a place to stand; a place unencumbered by unwarranted civil disabilities imposed in the form of fines levied against their supporters as penalties for being different. (Olthuis, 1966, p. 12)

The foregoing is respectfully submitted on behalf of

THE EDMONTON SOCIETY FOR
CHRISTIAN EDUCATION


W. Sinnema, B. Sc., M. Sc., President


J. B. Ludvik, B. Ed., M. Ed., Chairman
Public Action Committee

B I B L I O G R A P H Y

Alberta Government, Human Rights Act, SA 1966.

-----, O.C. 1342/70

Canadian Government, Canadian Bill of Rights.

Edmonton Society for Christian Education, Constitution and Bylaws, 1969

Ludwig, J. B., "Control and Financing of Private Education in Alberta: The Roles of Parents, the Church and the State", Master's Thesis, University of Alberta, 1970.

Olthuis, John A., "A Place to Stand: A case for Public Support for All Public Schools", The Christian School Herald, (Reprint), Hamilton, Ontario, 1968.

Oppewal, Donald, "Religion and Public Education: An Emerging Quandary", The Educational Forum, March, 1967, pp. 323-331.

Phenix, Philip, "The Scholars Look at the Schools", Washington, D.C.: National Education Association, 1962.

Quebec Government, Private Education Act, S. ., 1968, c. 67.

United Nations, Universal Declaration of Human Rights,

United States, Torcaso v. Watkins, 81 US 1680, 1961.

Volterstorff, Nicholas, "Curriculum: By What Standard?",
An address to a Principals Conference, N.U.C.S., August, 1966.

A P P E N D I C E S

Ludwig, J. B., "Control and Financing of Private Education in Alberta: The Roles of Parents, the Church and the State", Master's Thesis, University of Alberta, 1970.

Olthuis, John A., "A place to Stand: A Case for Public Support for All Public Schools", The Christian School Herald, (Reprint), Hamilton, Ontario, 1968.

Oppewal, Donald, "Religion and Public Education: an Emergining Quandery", The Educational Forum, March, 1967, pp. 323-331.

Date Due

FORM 109

